



School Security Measures as Correlates of Principals' Administrative Effectiveness in Public Secondary Schools in Ogun State

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Abstract

This study investigated school security measures as correlates of principals' administrative effectiveness in public secondary schools in Ogun State, Nigeria. A correlational research design was adopted. The population comprised 22,806 teachers in public secondary schools in Ogun State. A sample of 400 teachers were selected using proportionate sampling and simple random sampling technique to select 100 public secondary schools across the four educational zones of the State, after which four teachers were randomly selected from each school. Two researcher-designed instruments, namely the School Security Measures Questionnaire (SSMQ) and the Principals' Administrative Effectiveness Questionnaire (PAEQ), were used for data collection. The reliability co-efficient of .89 and .91 were established using Cronbach's Alpha. Pearson Product Moment Correlation (PPMC) was employed to test the hypotheses at the 0.05 level of significance. The findings revealed significant positive relationships between physical security measures and principals' administrative effectiveness ($r = .684, p < .05$), access control measures and principals' administrative effectiveness ($r = .731, p < .05$), and emergency preparedness measures and principals' administrative effectiveness ($r = .652, p < .05$). The study concluded that effective school security measures enhance principals' administrative effectiveness by creating a safe and conducive environment for the administration of secondary schools. It was therefore recommended that the Ogun State Ministry of Education and the Post Primary Schools Teaching Service Commission should strengthen physical security infrastructure, school principals should implement effective access control systems, and government should institutionalise comprehensive emergency preparedness programmes through the provision of safety equipment, regular emergency drills and sustained collaboration with security agencies and host communities to improve school safety and administrative effectiveness.

Keywords: School security measures, physical security measures, access control measures, emergency preparedness measures, principals' administrative effectiveness

1. Introduction

In the educational system, principals' administrative effectiveness has continued to be one of the important indicators of school effectiveness. The principal makes a difference as the administrative head of the schools. The principal job description involves a broad spectrum of delegated managerial functions like planning organizing coordinating activities supervising communicating, decision-making, staff motivation, resolving conflicts, managing material and human resources to accomplish the educational objectives (Ogunode & Musa, 2023). An administratively effective principal skillfully establishes an equitable setting for effective teaching, increased teacher commitment, students' academic achievement and effective school administration (Ajayi & Ekundayo, 2021). Consequently, the effectiveness of school administration has become a major concern amongst educational stakeholders because it determines the

extent to which educational objectives are realised.

This increased expectation has placed school principals in a state of complex roles and heightened responsibilities owing to sudden dynamics in school reforms, rising school enrolment, infrastructural deficiencies, low financial base and new security issues affecting secondary schools (Akomolafe & Ololube, 2022). Principals' duties entrusted to them have extended beyond supervision of instructional processes to establishing discipline, administration of school facilities, the maintenance of the safety and security of people and resources within the school and stabilizing school and community relationships. Owan and Agunwa (2024) opined that a measure of the effective administrative capabilities of a principal is the extent to which school programmes can be effectively co-ordinate, resources under control can be prudently utilized and the school environment conducive for achieving educational objectives.

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Though principals are ranked as one of the key roles of administrators in school administration, research findings show that the administrative effectiveness of many public secondary schools is increasingly under threat by many environmental and organisational

factors of which insecurity within and around school territory tops the list (Arop, et al. 2022). Cases of stealing shooting defiling, cult-related activities, unauthorised access into the school compounds, kidnapping threats, violence and destruction of school facilities are common thing in many parts of the country. These state of insecurity challenges deflect the attention of principals from instructional administration to crisis management process thereby diminishing their administrative effectiveness (Federal Ministry of Education, 2021). It Because of this means the old adage that a school administrator is as effective as the security and safety of his environment assert.

School security refers to all the physical technological procedural and human efforts put into place to protect human lives, school premises and teaching resources and equipment in schools from internal and external threats and risks. This includes physical barriers around the school like fencing, controlled access to the school, the use of security services, use of surveillance cameras, check-in systems at school entrances, false alarms, intruder alarms, smoke detectors, issued identification cards for visitors, emergency planning, armed security services, safety equipment in the school, operation of security awareness programs and coordination with community security agencies (Federal Ministry of Education, 2021). School security measures are to help reduce the threat of security risks, promote discipline and bring about a calm and peaceful environment where heads of schools are able to fully perform their responsibilities without distractions (Ogunode & Musa, 2023).

The significance of school security has been increasingly noticed in educational management as a safe school reduces the administrative loads and contributes to stability within the organisation (Arop et al. 2022). It is explained that the schools with sound security systems had fewer unrests, more disciplined students, increased confidence and improved leadership practices of staff. Ajayi and Ekundayo (2021) found school principals, operating a well developed security system, were able to give their concentrative attention on instruction supervision, staffing enhancement, policy enforcement and resource management. Weak security systems were related to matters such as emergencies, loss of school property, increased rates of absenteeism for staff and students, administrative pressure and organisational underperformance. School security measures in this study are categorized as physical security measures, access control measures and emergency preparedness measures.

Physical security measures is another critical aspect of school security measures and refers to facilities and infrastructures put in place to guard the school against security threats. These physical security facilities include perimeter fencing; installing burglary resistant fixtures and providing security lights in the schools; secure classrooms and offices; installation of alarm

systems and fire extinguishers and deployment of security posts at strategic locations within the school premises. Physical security measures are the principal means of controlling access to the school and ward-off intrusion, vandalism or theft of school property. Arop et al. (2022) observed that physical security facilities in the school reduce the number of security problem incidences and create conducive environment for school administrators to focus on instructional supervision, human resource development and policy implementation while Nwankwo and Nwosu (2022) noted that physical security infrastructure in the schools fosters organizational stability and improves principals effectiveness in administrative functions.

Another key aspect is access control, which refers to the processes put in place for controlling entry and movement within the school. Access control measures consist of (but are not limited to) school gates, visitor identification systems, security register, ID cards for staff and students, screening procedures and security staffing at school gate reception points. Access control, if it works properly, can reduce the number of persons undertaking illicit activities without authorization on the school grounds, this way enhancing safety at the school. As Minister of Education, Federal Ministry of Education (2021) put it, access control remains one of the fundamental requirements for achieving a safe learning environment.

One of the major elements of school security is emergency management. It involves the ability of schools to prevent, respond to and recover from various emergencies such as fire, school violence, disease outbreaks, building collapse amongst other unforeseen situations This includes creation of response plans, conducting regular drills, having first aid materials, availability of fire equipment, evacuation procedures, and liaising with emergency agencies. A well-prepared emergency plan not only helps the school to deal with emergencies in a well-managed way, but also reduces potential risks of harm. Also, when a threat occurs, prepared schools will be able to respond quicker, while at the same time keeping the disruption of education to the minimum. Akomolafe and Ololube (2022) mentioned that when schools have good emergency preparedness systems, they show more administrative strength due to school leaders being ready with procedures for managing the unexpected situations But, Arop et al. (2022) noticed that schools that implemented emergency response systems were found to work more smoothly and the level of coordination among staff was better, Because of this leading to more efficient management at these schools.

The cumulative effect of all these security measures of a school contributes greatly to providing a safe and disciplined school atmosphere that is conducive to productive educational leadership or management. In schools that have sufficient infrastructure for physical security, that regulate entrance to the premises

adequately and that have fully working emergency preparedness systems, principals are more able to carry out their administrative duties in a timely and efficient manner. Principals under these situations can be freed from having to worry about day-to-day problems so they can concentrate on the bigger issues of instructional supervision, staff morale, decision-making, conflict resolution, and resource coordination that go to make up effective administration.

1.1 Statement of the Problem

The accomplishment of educational goals with secondary schools greatly relies on the administrative efficacy of the school principals as their duties include but are not limited to planning organizing coordinating the staff, supervising instruction, maintaining discipline, managing resources, and ensuring a conducive environment for learning. Yet, these tasks have got more difficult because many governments' security systems at public schools are being tested by increasing security problems like vandalism, unauthorised entry bullying kidnap, theft-related crimes, cult-related activities, kidnapping threats, and poor emergency preparedness. Although several government initiatives have helped school security, these measures have not fully fixed the issues like weak physical security, absence of surveillance systems, inadequate access control, insufficient security guard deployment, and poor emergency planning and response in most of the schools. Because of this, the principals might find it difficult to carry out their duties in the way they are expected of the most effective school leaders. In fact, a limited amount of research shows a connection between such issues and principal effectiveness.

Though past works have separately looked into school safety, violence prevention and educational leadership only very limited studies have been carried out on investigating school security measures as a correlate of principals' administrative effectiveness, mainly at public secondary school level in Ogun State. A great number of studies which already exist are those that emphasize students' academic results, school climate or teachers' performance instead of showing how different elements of security affect principals' efficiency in their performance as administrators. Because of this, the lack of literature that discusses school security and administrative effectiveness calls for a research study that explores the extent to which school security provisions are related to principals' administrative effectiveness at public secondary schools level in State of Ogun.

1.2 Objectives of the Study

The major objective of the research was to analyse and determine how school security measures correlate with principals' effectiveness in performing administrative duties in government secondary schools located in Ogun State. The detailed specific objectives for which the study was undertaken include:

1. Examine the relationship between physical security measures and principals' administrative effectiveness in public secondary schools in Ogun State;
2. find the relationship between access control measures and principals' administrative effectiveness in public secondary schools in Ogun State; and
3. establish the relationship between emergency preparedness measures and principals' administrative effectiveness in public secondary schools in Ogun State

1.3 Hypotheses

The following hypotheses were tested at .05 level of significance

Ho₁: There is no significant relationship between physical security measures and principals' administrative effectiveness in public secondary schools in Ogun State

Ho₂: There is no significant relationship between access control measures and principals' administrative effectiveness in public secondary schools in Ogun State

Ho₃: There is no significant relationship between emergency preparedness measures and principals' administrative effectiveness in public secondary schools in Ogun State

2. Literature Review

Administrative styles for effective management and supervision of safety and security in public high schools in Enugu State were looked at in a paper by Anyanwu et al. (2025). The investigators used a descriptive research design based on survey that sampled 150 principals chosen from a population of 295 principals in public secondary schools. A questionnaire was developed by the researchers and tagged as Administrative Approaches for Improving Safety and Security Management in Secondary School Questionnaire (AAISSMSSQ) and it was used for the data collection purposes. Research questions were answered, using mean scores and standard deviation. As for the hypotheses, a t-test was statistically applied for the analysis. The authors showed that the methods like surveillance, security awareness programs, visitor control, liaison with security agencies, and readiness for emergencies were regarded as effective tools by the principals to enhance school safety/safety. The researchers proposed that the government should increase funding for security-related items and also support school administrators through regular training. Though, the research limited itself to safety and security management without considering school security initiatives' relationship at a statistical level for principal's effectiveness of administration.

Okorji and Nwodo (2024) investigated the kinds of

safety management practices which principal teachers adopted as aids in efficiently administrating public secondary institutions in Anambra State. They did what they call the descriptive survey method. The total number of participants in the case were 7,293 persons made up of 266 chief administrators who run schools i.e. principals and 7,027 teachers whereas 809 participants were chosen by employing a method of proportionate stratified random sampling. Researchers distributed the Safety Management Practices for Effective Administration Questionnaire (SMPEAQ) to collect the data. The results of the analysis using mean scores, standard deviation and z-test revealed that principals who were good at communicating, were very strict on safety rules, were present at the site supervising the condition of school facilities and who were able to explain emergency measures are those that had the best results in school performance. As the paper shows, an effective safety management system plays a very big role in an efficient school running and the authors So call for a regular program for training the top school executives in various techniques related to the safeguarding of schools. What the authors failed to notice is that among the dimensions of school safety that could be addressed are physical security, control of entry by outsiders and ready emergency response.

Austin and Enoch (2024) explored if provision of school safety devices can support admin efficiency of tertiary education, in Rivers State, Nigeria. A descriptive survey method which included 1810 academic members of staff plus non-academic members of staff from three public universities in Rivers State Nigeria was applied in this study. The source of collection of information was a self-reporting questionnaire designed to find out how a Provision of School Safety Devices for the Administrative Effectiveness of Tertiary Institutions (PSSDAETIN). Data were analyzed using mean deviation, mean, and z-test statistics. As per the results the provision of safety devices like fire extinguishers cameras alarms, First-Aid kits etc. A lot boosted the administrative effectiveness within a tertiary institution, the authors noted. Because of this, the scholars argue that the presence of safety devices contributes to an efficient organizational administration and so that is why, they suggest that safety infrastructure investment ought to be increased. Mostly, this study focused on tertiary institutions even with fact that one could expect secondary schools as well so, findings do not extend beyond a principal level of secondary education administrative effectiveness.

Obiekwe and Uwaezuoke (2023) explored the security strategies that principals in Anambra State Nigeria secondary schools employ for the safe management of their schools. The research was descriptive/survey in nature. Participants in this study were the teachers (5,233) and principals (274) from 5,507 schools in Anambra State divided into six educational zones. Through a multi-stage sampling method, a sample of 797 people was chosen. Participants provided input

through use of a researcher-developed questionnaire, while the researchers reported the data using the mean, standard deviation and the t-test. Results revealed that principals mainly relied on perimeter walls, visitor screening, employed security personnel, and prepared for emergencies among several security strategies. The researchers further found out that proper execution of this security approaches highly improved school safety and enhanced principals' ability to efficiently manage schools. The researchers advised the government that besides securing school physical infrastructure adequately, they should also make available sufficient funds so that secondary schools can do their security work. While it did cover how to make school security measures work for safe school management, the study did not explore principals' administrative effectiveness as the dependent variable.

Umoetuk et al. (2023) undertook a study into school discipline, reward systems and principal management effectiveness at secondary schools in Akwa Ibom State, Nigeria. The research design was based on the correlational pattern and included principals of public secondary schools. Pearson Product Moment Correlation was the method of data analysis. The research discovered a strong and positive link between school discipline and the effectiveness of the principals' administrative tasks. The paper stated that a disciplined environment at the school level would boost principals 'effectiveness in fulfilling their administrative responsibilities and advised them to tighten measures and reward systems to enhance school administration. Even though the paper discussed administrative efficacy, it was focused on school punishment and reward systems rather than broader school security aspects such as physical security, controlled access and readiness for emergencies.

Ogbo et al. (2021) investigated the types of safety management practices implemented by principals in public secondary schools managed in Enugu State, Nigeria. The study utilized a descriptive survey research method. The total number of research subjects was 10,094 - 330 principals (school heads) and 9,764 teachers working at government secondary schools. Data interpretation was conducted via mean scores and z-test statistics. The report indicated that principals have taken various measures to maintain school security like erecting fencing around school compound, hiring security guards, instituting identification procedures for visitors and regularly checking school facilities. These actions have led to a better organizational management of the school and a creation of safe atmosphere for students' learning. The authors suggest that if the government adds more facilities for security and proper funds, schools' safety management will be quite a bit enhanced. Safety practices were the main subject of investigation, and the paper did not explore their link with principals' overall effectiveness via correlational analysis.

Table 1: Pearson's Correlation Showing the Relationship between Physical Security Measures and Principals' Administrative Effectiveness in Public Secondary Schools

Variables	N	Mean	SD	df	r	Sig (p)	Remark
Physical Security Measures	400	3.28	.610	398	.684	.000	Significant
Principals' Administrative Effectiveness		3.35	.560				

Researcher's field survey (2026)

Table 2: Pearson's Correlation Showing the Relationship between Access Control Measures and Principals' Administrative Effectiveness in Public Secondary Schools

Variables	N	Mean	SD	df	r	Sig (p)	Remark
Access Control Measures	400	3.21	.582	398	.731	.000	Significant
Principals' Administrative Effectiveness		3.35	.560				

Researcher's field survey (2026)

Table 3: Pearson's Correlation Showing the Relationship between Emergency Preparedness Measures and Principals' Administrative Effectiveness in Public Secondary Schools

Variables	N	Mean	SD	df	r	Sig (p)	Remark
Emergency Preparedness Measures	400	3.17	.631	398	.652	.000	Significant
Principals' Administrative Effectiveness		3.35	.560				

Researcher's field survey (2026)

3. Methodology

The study used a descriptive method of research to investigate and describe the situation while a correlational research design was used to find out relationship among variable. This research was chosen because the study aimed at finding out the association between school security measures and principals' administrative effectiveness in the public secondary schools. There were 22,806 teachers in the study population which covered all 517 public secondary schools in Ogun State. The study employed proportionate sampling together with random sampling techniques to select the target population. Ogun State was first split into the four educational zones which are Egba Ijebu Remo and Yewa/Awori, a proportionate sampling was then used to pick a total of 100 sample public secondary schools in the four zones. Each sampled school was further drawn four teachers through a random sampling method. The final list consists of 400 teachers to be sampled for the study. The school security measures questionnaire (SSMQ) and the Principals' Administrative Effectiveness Scale (PAES) were two instruments designed by the researchers. To confirm the validity of the instruments, face and content procedures were utilized. The results showed that the reliability coefficients of SSMQ and PAES were 0.89 and 0.91 respectively. Using the Pearson Product Moment Correlation method we analyzed and interpreted the data obtained from the study. All the formulated hypotheses were tested at .05 level of significance.

4. Results

Ho₁: There is no significant relationship between physical security measures and principals' administrative effectiveness in public secondary schools in Ogun State

Table 1 provides the outcomes of a Pearson Product Moment Correlation on the relationship of physical security measures to principals' administrative effectiveness in public secondary schools in Ogun State. The data reflect that respondents gave high score to physical security measures (Mean = 3.28, SD = .610), and principals' administration recorded high score also (Mean = 3.35, SD = .560). The resulting Pearson correlation value of .684 ($p < .05$) was found at a 5% level which is considered as very strong positive relationship. Because of this, such physical security measure of a school is strongly related to the effectiveness of a principal in his or her management functions. That being the case, null hypothesis is rejected.

Ho₂: There is no significant relationship between access control measures and principals' administrative effectiveness in public secondary schools in Ogun State

The Pearson Product Moment Correlation analyses presented in table2 of the relationship between access control measures and principals' administrative effectiveness are shown in this section. The findings show that respondents rated access control measures highly (Mean = 3.21, SD = .582), and principals'

administrative effectiveness was also accompanied by a good mean of (Mean = 3.35, SD = .560). The obtained correlation coefficient was ($r = .731$, $p < .05$). This result signifies that there is a strong and statistically significant connection between access control measures and principals' administrative effectiveness. So, the null hypothesis can be discarded since it is not supported by the data.

Ho₃: There is no significant relationship between emergency preparedness measures and principals' administrative effectiveness in public secondary schools in Ogun State

Table 3 depicts the findings of a Pearson Product Moment Correlation study on the relationship between access control mechanisms and principals' administrative effectiveness in public secondary schools in Ogun State. The respondents gave a fairly high rating to emergency preparedness measures for control means (Mean = 3.17, SD = 0.631). At the same time, the effectiveness of principals as administrators was also shown to a high score (Mean = 3.35, SD = 0.560). The correlation coefficient that was obtained is ($r = 0.652$, $p < 0.05$). Because of this, access control measures and principals' administrative effectiveness are strongly positively correlated and the result statistically significant. As a result, the null hypothesis is not valid.

5. Discussion of Findings

The result of this study shows a significant positive connection between physical safety measures and the principals' managerial effectiveness in public secondary schools in Ogun State. In effect, this says that schools that get proper physical security facilities like perimeter fencing, secure gates, burglary-proof structures, security lighting and security personnel are highly likely to have principals who perform their administrative work more effectively. The availability and deployment of physical protective resources in the school environment enable principals to focus on other important areas like instruction supervision, staff coordination, decision-making, and resource management instead of being occupied by safety issues. The result of this study aligns well with that of Obiekwe and Uwaezuoke (2023) which showed that use of physical security measures like perimeter fencing, engagement of security staff and monitoring of school buildings were all significant in promoting safety management in Anambra State public secondary schools. But, Austin and Enoch (2024) concluded that the offering of safety and security gadgets as well as facilities greatly elevated the managerial performance of public universities in Rivers State by bringing about a safe managerial environment. Yet, the present result departs with the view of Umoetuk et al. (2023) who found only a very weak positive correlation between discipline in school and effectiveness of principal's leadership pointing So that school's security facilities alone may not bring significant improvement in administrative leadership effectiveness unless the latter

are accompanied by other organisational and leadership factors.

Besides this, the research showed that a positive relationship was found between access control measures and principals' administrative capabilities for public secondary schools in Ogun State. This result shows that effective regulation of movement and control of school premises through visitor identification systems, regulated entry points, identity cards and security services positively contribute to principals' effectiveness at running schools. Good access control reduces breaches of security, helps discipline and allows principals to be able to focus on strategic planning, supervisory and instructional leadership activities. This result supports the work of Okorji and Nwodo (2024) who found that safety management practices like communication systems, school regulations, visitor management and safety procedures are the significant drivers for effectively running public secondary schools in Anambra State. Like that, Anyanwu et al. (2024) corroborated the finding stating the use of visitor control means, collaboration with police and other law enforcement agencies and surveillance activities as effective steps for the management of safety and security in public secondary schools of Enugu State. Conversely, this findings contradict that of Ebo and Owoyemi (2023) who discovered a more dominant role of the principals' decision-making styles in explaining administrative effectiveness with environmental or procedural factors like access control only playing a minor part, which they argue means leadership abilities can play a more decisive role in influencing administrative effectiveness than security rules in some learning situations.

Besides that, the study also pointed out that there existed a strong and positive relationship between emergency preparedness measures and principals' administrative effectiveness at public secondary schools in Ogun State. This means that principals of the schools would be equipped with emergency response plans, regular safety demonstrations, first aid facilities, fire safety equipment, and established emergency procedures. These are the means through which emergency preparedness would provide principals with the capacity to manage their schools during both routine and crisis situations in a very effective manner. The positive relationship between emergency preparedness and organisational resilience would allow for minimum disruption of school activities and increase principal confidence in emergency management. This result supports the finding of Anyanwu et al. (2024) who discovered that among the top administrative approaches in improving safety and security management in public secondary schools in Enugu State were emergency preparedness, collaboration with security agencies and safety planning. In the same way, the discovery is also in agreement with Obiekwe and Uwaezuoke (2023) who concluded that the two elements of an emergency

situation which can boost principals' capability to manage school safety effectively are emergency response planning and security preparedness. But, Mahlobo and Ofojebe (2025) did a study with a sample of school managers in rural secondary schools as participants and it showed, through qualitative methods, that a range of safety and security strategies had been implemented yet they found these to be ineffective. Why was that there was insufficient money, little governmental support and not enough collaboration with external stakeholders that all combined to hinder the effectiveness of such emergency preparedness at schools. That's why, such findings may indicate that emergency preparedness is not likely to have a great impact on administrative functioning unless institutions provide sufficient support for it.

6. Conclusion

The research revealed that school security practices have a strong connection to principals' level of administrative performance in public secondary schools of Ogun State. More exactly, physical security measures, access control measures as well as emergency preparedness measures were found to be A lot and positively correlated with principals' administrative effectiveness at work. This further means that when schools have enough physical security features; the access to the school area and building is properly controlled; and the emergency preparedness plan is in place, a safer school environment is produced which allows principals in the school to work more effectively. This shows that improvement of school security is a big part to the improvement of school administration, the creation of a favorable teaching and learning atmosphere, and accomplishment of educational targets at the level of public secondary schools.

7. Recommendations

Based on the research results, these are the recommendations:

1. Ogun State Ministry of Education, together with Post Primary Schools Teaching Service Commission (TESCOM), should place emphasis on supplying and maintaining security facilities at public secondary schools such as constructing fences, installing security lights, making sure that gates are functional and hiring trained/security guards. These steps will reduce the security vulnerabilities and give principals ample time to concentrate on classroom supervision and running of the schools effectively.
2. Headmasters should enhance their efforts of restricting access to school premises by requiring visitors to present their identification proofs, issuing identity cards for staff and students, and ensuring that all visitors are properly identified and entered into the visitors' register. Through these

measures, school heads not only protect premises, but also school discipline, besides improving their own work efficiency.

3. Also, the Ministry of Education and school administrators should officially establish emergency preparedness systems by supplying tools and equipment such as smoke detectors, first-aid kits, emergency response plans and conducting training sessions for staff and students on regular basis. Also, school administrators in the principal's position are to work together with governmental security agencies, emergency management offices and local communities as a team to guarantee that help in times of crises is given quickly and the safety measure is kept alive so that it is an efficient school.

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